

## **FREE First Quarter Report**

**Title:** "The Corps of Re-Discovery: Updating the Lewis and Clark Journals"

**Contact:** Janice Elvidge, Fort Clatsop National Memorial, Astoria, Oregon

**Date:** October 30, 1999

**Purpose/goals of partnership/project:** To contribute to the upcoming bicentennial by documenting today's views of selected Lewis and Clark journal entries using the methods and standards of today's scientists and scholars. The 200-years-later update will be maintained on a continually-evolving national website with entries contributed by students and teachers from all around the nation. Each topic mentioned in the original Lewis and Clark journals will be adopted by only one school; however an Internet-based learning community will help contribute ideas and data from their region on that same selection.

**First Quarter Goals/Objectives:** Develop marketing materials; disseminate information to teachers/students along Trail states and elsewhere; promote the project at professional meetings; develop initial specifications for Web site

**First Quarter Accomplishments:** During this quarter, outreach to potentially-interested teachers has resulted in a growing list of schools now discussing if they will participate. An initial flyer was created (attached) with a followup letter and application. The range of schools is from a highly diverse urban middle school that has identified 8 plants documented by Lewis and Clark along the Columbia River to a remote high school in Montana planning to propose a study of elk, from a coastal Washington middle school that wants to examine and portray a nearby Lewis and Clark campsite to a southcentral Idaho middle school math class that has asked if they can focus on the navigational tools used by the Expedition.

**Expenditures to Date:** We have had only minimal expenditures so far. The first round of \$500 grants to prototype schools will go out next quarter; schools will receive the other half of their minigrants after submitting their Web materials suitable for going up on the Net. Teachers are responding positively to having an opportunity to use the grant for needs the normal school budget cannot cover. A meeting of Northwest participating teachers is scheduled in early December. We have been asked by one school to help them find a corporate donor to purchase a set of the Lewis and Clark journals (approx. \$800 value).

**Second Quarter goals/objectives:** Announce participating schools and negotiate final agreements; convene a project update meeting in Portland in early December (conference call tie-in for those teachers who cannot attend personally); provide support and hand-holding to schools as they create prototype materials (suggest ways they can involve other schools electronically, open doors to other federal, state and nonprofit agencies and organizations with help to offer local schools)

**Good news, pleasant surprises:** The focus of the prototype phase has expanded from districts along the Columbia and Snake River as inquiries have come from as far east as South Dakota. We discovered some resources available through the Department's Technology Challenge grantmaking office which we believe will apply to our project (particularly [www.surweb.org](http://www.surweb.org) in Utah which enables students to create their own "media shows" on line). In the meantime, a separate Technology Challenge Grant was awarded to Potlatch Public Schools in the state of Idaho, also with a Lewis and Clark theme. Some of the same teachers have expressed commitment to participate in our project as well. For Kamiah School District in Idaho has been doing Lewis and Clark field trips the past two years, thanks in part to a partnership with a U.S. Forest Service biologist. They will document two birds in their locale that were first identified to science by Lewis and Clark (a nuthatch and woodpecker). They will also involve the Nez Perce Tribe in their project. Northwest Regional Educational Laboratory is providing a lot of technical assistance in the design and implementation of the project and is able to connect us up with other Federal agencies with an interest in the project. The latest federal group wanting to participate in the U.S. Department of Fish and Wildlife. They administer a number of Lewis and Clark historic sites in dozens of refuges and waterways along the Trail.

**Challenges, difficulties, needs:** We found it hard to get teachers' attention during the first few weeks of school in the fall, but now they are getting more serious about participation. The states' focus on standards and assessment is reminding us how important it will be to make these links in materials and curriculum we produce on line. We have experienced some delays in our own management and communication networks with the departure of Fort Clatsop National Memorial Superintendent Cindy Orlando in September. Cindy was promoted to a headquarters position with the National Park Service at the Department of Interior in Washington DC and no replacement has yet been appointed.

**Early lessons:** The upcoming Lewis and Clark Bicentennial seems to capture the imagination of a wider audience than we first thought. The relatively simple idea of updating the Lewis and Clark journals provides a touchstone for teachers in many subject areas at most grade levels. Students of any age can work with the same original sources as accomplished scientists and scholars. Dr. Gary Moulton at the University of Nebraska helped kindle interest by NW teachers during a series of appearances coordinated by Fort Clatsop National Memorial during the summer.

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Attachment:

**I f your students were exploring with Lewis and Clark today how would they describe the same things? Would they use the Internet?**

Join with students and teachers from around the nation in a community of learners updating the journals of this epochal 28-month trip. Select any

interesting feature from the original records and create a Web site that will be accessed by persons worldwide. Possible features include:

- ◆ One of the many tribes they encountered
- ◆ A plant or animal they described (some 300 never before known to science)
- ◆ A geographic feature (rivers, streams, mountains, rocks, likely places for future towns)
- ◆ A member of the expedition or native who helped them
- ◆ Items they carried and used (navigation tools, medicines, foods, clothing)
- ◆ Food they ate and how they processed it
- ◆ Games and music, special events and speechmaking
- ◆ Others of your choice

Only one school in the nation will work on each topic; however, other students and teachers can provide information to that school on-line. Twenty schools participating in a special pilot test of this idea will be eligible for a mini-grant of \$1,000 during school year 1999-2000.

Your contribution to a national Web site will require three research projects by students and teachers: (1) summarize what Lewis and Clark said about this selection, (2) what's the status of this topic today? (3) what are the likely futures for this element over the next 200 years? This nationwide project is open to elementary, middle, and high schools alike.

You and your students are encouraged to use today's multimedia tools as well as local community experts in preparing your submission.

Interested? E-mail Janice Elvidge at [janice\\_elvidge@nps.gov](mailto:janice_elvidge@nps.gov) or Larry McClure at [mcclurel@nwrel.org](mailto:mcclurel@nwrel.org). Janice works at Fort Clatsop National Memorial and Larry works at Northwest Regional Educational Laboratory. To leave a voice message, call (800)-547-6339 ext. 597.

**Or give us your contact information below:**

**Name** \_\_\_\_\_ **Phone** \_\_\_\_\_

**Address** \_\_\_\_\_

**E-mail** \_\_\_\_\_

**Yes, our school wants to help update the Lewis and Clark journals!**

School: \_\_\_\_\_

Mailing address: \_\_\_\_\_  
\_\_\_\_\_

Lead teacher: \_\_\_\_\_

Subject(s) and grade level(s) \_\_\_\_\_  
\_\_\_\_\_

Phone (home) \_\_\_\_\_ Phone (school) \_\_\_\_\_

Fax (school) \_\_\_\_\_ E-mail \_\_\_\_\_

Best times to call at school: \_\_\_\_\_

Our selection(s) from the Lewis and Clark Journals: \_\_\_\_\_

Our approach (activities we will probably do, resource people we will likely use):

Learning results we expect (national, state or local standards students will achieve):

How we will likely measure student learning:

Timeline we think is reasonable (schedule of activities and expected completion date;  
final deadline is May 1, 2000):

Internet accesses (check all that apply):

☐ In our classroom ☐ In school lab or library ☐ In teacher's home

Technology tools at our disposal (e.g. CD player, digital camera, scanner, video camera,  
videoconferencing):

Name of our local Webmaster: \_\_\_\_\_ E-mail \_\_\_\_\_

Other interesting information about us:

We have these Lewis and Clark materials in our school library or easily accessible:

We have these partnerships in place or planned (county museum, community college botanist, nearby tribal office, U.S. Forest Service headquarters, state chapter of Lewis and Clark Trail Heritage Foundation, local taxidermist)

As a teacher in this school, I have used Lewis and Clark connections these ways:

Technical assistance we may need on any part of the project:

While a minigrant would be nice, our participation is not contingent on a dollar incentive.

☐ Yes      ☐ No

Principal's Sign-off: Name \_\_\_\_\_ Date \_\_\_\_\_

**If more than one teacher and class will be participating, please complete this form for each separate project.**